

Learning Opportunity Planning Tool

Step I

Competencies The standards you select will have some natural content and skills associated with them. Plan how your fit on the progressions below: Content “must know/should know/nice to know” Skills “must be able to do/should be able to do/nice to be able to do”	Content (List EK sections): Skills:
Big Ideas – The Essential Question The essential question focuses the activity and motivates the learning. It should be broad enough to not be answered easily and can be approached from many different entry points. It lends itself to interdisciplinary research. <i>For ideas for EQs, check out www.bigideas.org</i>	My Essential Question:
Assessment How will we know what you know and can do? How are these content and skills used in everyday life? What could be a natural setting in the larger community for students to showcase your understanding in a project and presentation?	Project: Presentation:

Once you have all three of these elements identified, check them against each other.

- Does the Essential Question lead into rich exploration of the competency content and skills?
- Does the final assessment project provide opportunity for the teacher to measure the student’s grasp of the competencies defined?
- Does the final assessment give students the opportunity to address the Essential Question?

Step 2a

Resources/Books/Materials/Special Needs:	
Break down the standards What building blocks of skills and content will you learn? How will you be able to show you know (them)?	Benchmark projects/tasks that build into the final presentation and the content skills and research addressed:
Benchmark projects Design smaller assignments that prove you're mastering the skills and standards outlined. They should be spaced out through the timeline. These will be important checkpoints for both you and the teacher to make sure you are able to meet the learning opportunity goals.	
Student reflection & communication How will you reflect on your progress in the learning, and when will you self-assess along the way, with relation to the larger, final project.	Communication structures/timeline:

Step 3

<p>EK expert expectations</p> <p>What are the final project requirements for credit? What are the non-negotiables of the project and presentation?</p>	<p>Final project expectations:</p>
<p>Student project expectations:</p> <p>Students tend to own their work more (and set higher goals) when they have a chance to help define their criteria for quality work. Plan for this discussion.</p>	<p>Habits (and indicators):</p>
<p>Final Project assessors:</p>	<p>Learning Op Deadline:</p>

Approving Teacher (to coach) _____ Date _____